Telling Time

Supports Bridges Grade 3, Unit 4, Module 1, Session 2

Overview

This Tech-Enhanced Activity is based on learning in Session 2. The work supports telling and writing time to the nearest minute.

Preview the content with a short video.

	Students will:	Asynchronous Assets	Synchronous Assets
Part 1	Read and show time to the nearest hour, half hour, and 5 minutes on an analog clock.	Telling Time Review [Slides]	
Part 2	Read and show time to the nearest minute on analog clocks.	Telling Time to the Nearest Minute [Slides]	
Part 3	Tell time to the nearest hour, half hour, and five minutes on an analog clock.	Tic-Tac-Tock [Digital Work Place] Time Exit Ticket [Google Forms]	

Some tech skills your students will need:

- Open and use the MLC Math Clock app

Content notes:

1. Part 1 begins with a unique problem related to telling time to the nearest minute to activate and assess prior knowledge. This problem is revisited in Parts 2 and 3. The remaining content of Part 1 aligns with steps 1–4 of the Telling Time Problems & Investigations in Session 2.
2. Parts 2 and 3 address telling time to the nearest minute using Bridges-independent content and problems. These two parts do not align with the remaining steps in the Telling Time Problems & Investigations of Session 2. The Roll, Tell & Record the Time Student Book page and introduction to Work Place 4A Tic-Tac-Tock are not included in this TEA.

Part 1: Telling Time Review

Students read and show time to the nearest hour, half hour, and 5 minutes on an analog clock.

You will need your copy of:

Google Slides: Telling Time Review (asynchronous learning)

- English: preview | copy
- Spanish: preview | copy

1. Preview the slideshow.
2. Distribute a copy of the Google Slides to students via Google Classroom, email, or another preferred method and ***make a copy for each student***.
3. Students are prompted to review telling time and work through the problems, using what they know about time.
4. Students reflect on what happens to the hour and minute hand as the time changes, and share their work from the MLC Math Clock app.

Part 2: Telling Time to the Nearest Minute

Students read and show time to the nearest minute on analog clocks.

You will need your copy of:

Google Slides: Telling Time to the Nearest Minute (asynchronous or synchronous learning)

- English: preview | copy
- Spanish: preview | copy

1. Distribute the Google Slides via Google Classroom, email, or another preferred method and ***make a copy for each student***.
2. Preview the slideshow and choose your delivery method:

If delivering asynchronously	**If delivering synchronously**

• Students self-pace through the slides.
• They show and label the time on analog clocks in the MLC Math Clock app and share their work.
	• Start a Zoom or Google Meet session.
	• Open the slides and share your screen.
	• Facilitate a discussion of how to read the hour and minute hand on analog clocks.
	• Invite students to practice showing time on analog clocks. Have students open their copy of the slides, review the directions on the last two slides, and have students practice independently.
	  ○ Alternatively, share this link to the MLC Math Clock app and have students show times in ranges that you call out.
	  ○ Invite students to share their screen to show responses.

Part 3: Tic-Tac-Tock

Students tell time to the nearest hour, half hour, and five minutes on an analog clock.

You will need your copy of:

Digital Work Place: Tic-Tac-Tock (asynchronous or synchronous learning)
Google Forms: Time Exit Ticket (asynchronous or synchronous learning)

- English: preview | copy
- Spanish: preview | copy

1. Preview the Digital Work Place and Google Form and choose your delivery method:

If delivering asynchronously	If delivering synchronously

• Distribute a link to both the Digital Work Place 4A Tic-Tac-Tock and your copy of the Google Form to students.
• Have students play the game with someone at home or independently before completing the Google Form exit ticket.
	• Start a Zoom or Google Meet session.
	• Open Digital Work Place 4A Tic-Tac-Tock and share your screen.
	• Review the directions as you play a round of the game teacher versus students. Allow students to continue playing the game by:
	  ○ Playing with a partner in a breakout room.
	  ○ Playing with someone at home at a later time.
	• Distribute a link to your copy of the Google Form to students.
	• Students tell time on analog clocks and submit their work.

2. Review students' answers in the related response spreadsheet to gauge their progress.